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ABSTRACT

The statistical data generated by the Pennsbury, Pennsylvania school district's assessment of the needs and resources of the community are presented here. The study itself consisted of two phases: (1) an Opinion Inventory to find out how a random sampling of community and school staff felt about the ideas of community education, and (2) questionnaires to ascertain which programs, activities, and courses most interested a sampling of the community; how many might participate in each one; and what human resources might be available to help implement these programs. (Author/BW)

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COMMUNITY EDUCATION NEED/RESOURCE ASSESSMENT

STATISTICAL INFORMATION

APRIL 1976

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THE PENNSBURY SCHOOL DISTRICT
YARDLEY AVENUE, FALLSINGTON, PA 19054

TM005 624

COMMUNITY EDUCATION NEED/RESOURCE ASSESSMENT

STATISTICAL INFORMATION

ERNEST H. MUELLER, Ed. D.
SUPERINTENDENT

BOARD OF SCHOOL DIRECTORS

1974 - 1975
EDWARD J. DUGGAN
MORRIS FELDMAN
WILLIAM GUMMERE, III
GEORGE LITTLE
FRANCIS D. MARTIN
ROBERT McKELVIE
ALBERTA MILLER
WILLIAM MORGAN
RAYMOND R. WIESE

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FRANCIS D. MARTIN
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WILLIAM MORGAN
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JEAN WILSON, STUDY COORDINATOR

THE PENNSBURY SCHOOL DISTRICT
YARDLEY AVENUE, FALLSINGTON, PA 19054
APRIL 1976

Funded by Research Information Service for Education, King of Prussia, Pennsylvania and the Office of Bucks County Intermediate Unit, Doylestown, Pennsylvania. This study does not necessarily reflect the official policy of the Pennsbury Board of School Directors nor the Administration.

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PENNSBURY SCHOOL DISTRICT
COMMUNITY EDUCATION STUDY
OPINION INVENTORY - PHASE I

PLEASE CHECK WHAT APPLIES TO YOU.

1. Community Resident (a) 566, School Staff-Public (b)_____, School Staff non-public (c)_____, Student public (d)_____, Student non-Public (e)_____.

2. School Board Director (a) 1, Supervisor L.Make. (b) 1, Supervisor Falls (c) 5, Councilman Yardley (d) 3, Councilman Tullytown (e) 1. *N.M. 555

3. Sex: M (a) 165, F (b) 392. *N.M. - 2

4. Race: Black (a) 12, Spanish Surnamed (b) 1, Asian American (c) 5, American Indian (d) 2, White and Other (e) 523. *N.M. -23

5. Age: 18-30 (a) 112, 31-45 (b) 261, 46-60 (c) 122, Over 60 (d) 39. *N.M.-30

6. Residence by Public -Elementary School Area, i.e. closest to: Brookview (a) 36, Edgewood (b) 75, Eleanor Roosevelt (c) 38, Fairless View (d) 36, Fallsington (e) 29. *N.M. -352

7. Residence by Public -Elementary School Area, i.e. closest to: Makefield (a) 65, Manor (b) 39, Oxford Valley (c) 24, Penn Valley (d) 42, Quarry Hill (e) 41. *N.M.- 353

8. Residence by Public -Elementary School Area, i.e. closest to: Village Park (a) 71, Walt Disney (b) 25, Yardley (c) 42. *N.M. - 427

9. Family Size: 1 or 2 (a) 76, 3-5 (b) 381, 6-8 (c) 85, 9-10 (d) 3, Over 10 (e) 2. *N.M. - 19

10. Children's Ages: 4 and under (a) 51, 5-11 (b) 208, 12-15 (c) 91, 16-17 (d) 46, 18 + (e) 80. (May check more than one) *N.M. - 90

11. Children in School: Pre-school (a) 34, Public K-12 (b) 332, Non-Public K-12 (c) 18, Post High School (d) 34, None (e) 75. *N.M.-73

12. Occupation: Semi-skilled and skilled (a) 90, Clerical or office work (b) 62, Sales (c) 34, Policeman, fireman, etc. (d) 4, Social Work (e) 21.

13. Occupation: Farmworker, farmer, garden-lawn worker (a) 4, Reporter, Advertising man, Public Relations Work, etc. (b) 15, Semi-professional (Pharmacist, Photographer, etc.) (c) 18. Executive (d) 50, Homemaker (e) 251.

14. Professional, (doctor)ect(a) 43, Other (write in) (b) 50_____, Have two jobs (c) 21, Do volunteer work (d) 64, Presently unemployed (e) 17.

15. Family Income: Under $5,000 (a) 20, $5,000 - 12,000 (b) 67, $13,000- 20,000 (c) 188, $21,000 - $30,000 (d) 105, Over $30,000. (e) 54. *N.M. -22

* - N.M. - No Mark

RANKING MEANS ACCORDING TO SURVEY DEFINITION

SURVEY DEFINITION	MEAN DEFINITION
5 - VERY IMPORTANT	4.5 - 5.0 - VERY IMPORTANT
4 - IMPORTANT	3.5 - 4.4 - IMPORTANT
3 - OF AVERAGE IMPORTANCE	2.5 - 3.4 - OF AVERAGE IMPORTANCE
2 - OF MARGINAL IMPORTANCE	1.5 - 2.4 - OF MARGINAL IMPORTANCE
1 - NOT IMPORTANT	0.0 - 1.4 - NOT IMPORTANT

COMMUNITY PARTICIPANTS - CONSULT LISTING OPINION INVENTORY - PHASE I

RANK	NO. OF ITEMS
VERY IMPORTANT	NONE
IMPORTANT	30
OF AVERAGE IMPORTANCE	19
OF MARGINAL IMPORTANCE	NONE
NOT IMPORTANT	NONE

SCHOOL PARTICIPANTS - CONSULT LISTING OPINION INVENTORY-PHASE I

RANK	NO. OF ITEMS
VERY IMPORTANT	1
IMPORTANT	23
OF AVERAGE IMPORTANCE	24
OF MARGINAL IMPORTANCE	1
NOT IMPORTANT	NONE

COMMUNITY EDUCATION STUDY
OPINION INVENTORY - PHASE I

DATA COLLECTED ON THE OPINION INVENTORY SURVEY SHEETS THROUGH THE NEEDS AND GOALS SESSIONS HELD JANUARY 27, 1975 THROUGH FEBRUARY 5, 1975 AND THROUGH RANDOM SAMPLINGS TAKEN DOOR-TO-DOOR AT COFFEES AND AT MEETINGS OF ORGANIZATIONS.

MEAN RANK ORDER LISTED BY MEAN TAKEN TO THE THIRD PLACE. MEANS WERE ROUNDED OFF TO SECOND AND FIRST PLACE TO PROVIDE EASY SCANNING FOR THE READER.

* * * * * *

ITEM NO.	ITEMS LISTED IN PRIORITY ORDER BY COMMUNITY MEANS	COMMUNITY 566 PARTICIPANTS				SCHOOL STAFF 267 PARTICIPANTS				TOTAL 833 PARTICIPANTS			
		MEAN (ROUNDED TO ONE PLACE - TOP NUMBER) / MEAN	RANK ORDER BY MEAN	NO. RANKING ITEM 5	RANK ORDER BY 5	MEAN (ROUNDED TO ONE PLACE - TOP NUMBER) / MEAN	RANK ORDER BY MEAN	NO. RANKING ITEM 5	RANK ORDER BY 5	MEAN (ROUNDED TO ONE PLACE - TOP NUMBER) / MEAN	RANK ORDER BY MEAN	NO. RANKING ITEM 5	RANK ORDER BY 5
62.	Have programs which promote early diagnosis and help for children with learning disabilities and handicaps.	4.4 / 4.39	1	303	1	4.6 / 4.57	1	182	1	4.5 / 4.49	1	485	1
31.	Have recreational and leisure time programs for children with learning disabilities and other handicaps, pre-school as well as school age.	4.3 / 4.26	2	251	2	4.0 / 3.98	4	77	6	4.2 / 4.15	2	328	2
61.	Have alternative educational opportunities for the very special student, i.e. delinquent, gifted, special interest, drop-out.	4.0 / 4.01	3	191	3	4.3 / 4.26	2	126	2	4.1 / 4.10	3	317	3
42.	Have after-school programs for youth (9 - 18) to learn practical skills for daily living, i.e. first aid, safety programs, bike maintenance and repair, fire-fighting, car maintenance and repair, sewing, cooking, typing.	3.8 / 3.84	4	176	5	3.6 / 3.56	16	55	12	3.8 / 3.76	9	231	8
33.	Have programs which develop and promote opportunities for people to help people, i.e. youth mow lawns for elderly, people visit shut-ins, senior citizens serve in volunteer programs.	3.8 / 3.82	5	139	15	3.8 / 3.76	8	64	10	3.8 / 3.80	7	203	11
59.	Have vocational training programs to provide adults with a needed skill to produce an income, i.e. new skills, upgrading skills.	3.8 / 3.81	6	149	12	4.0 / 3.97	5	92	4	3.9 / 3.86	5	241	5
34.	Have "drop-ins" for teens, i.e. "Coffee House" idea, dancing, games, just talk.	3.8 / 3.81	7	182	4	3.4 / 3.39	27	51	15	3.7 / 3.68	14	233	6
35.	Have a high school completion program for adults.	3.8 / 3.78	8	152	10	3.9 / 3.92	6	79	5	3.8 / 3.83	6	231	7

66.	Have organized and unorganized opportunities for youth (9 - 18) to participate in activities other than sports after school hours, i.e. clubs, interest groups, literary, science, theatre, music.	3.8	3.78	9	151	11	3.7	3.65	14	49	18	3.7	3.74	11	200	13
57.	Have sport activities which enable the non-team players to learn, and to play after school hours. (Ages 9 - 18), i.e. tennis, basketball, golf, soccer.	3.8	3.77	10	154	8	3.5	3.48	23	50	17	3.7	3.68	15	204	10
55.	Have coordinated planning to integrate existing school and community library facilities and services to benefit the entire community.	3.8	3.76	11	143	14	3.7	3.70	10	53	13	3.8	3.75	10	196	14
24.	Have programs which upgrade academic skills of adults, i.e. reading, writing, English and math.	3.8	3.76	12	138	18	3.8	3.80	7	64	9	3.8	3.77	8	202	12
36.	Have programs to educate the community of how best to utilize the talents and/or potential of the mentally and physically handicapped.	3.7	3.74	13	139	17	3.7	3.65	13	41	24	3.7	3.71	12	180	18
28.	Provide opportunities for citizens to learn their rights and responsibilities in schools, local government and other areas affecting personal life.	3.7	3.72	14	146	13	3.5	3.50	21	33	29	3.7	3.65	16	179	19
23.	Have transportation services for all ages as needed, i.e. car pool bank, volunteer driver service, special activity bus service, "park and ride".	3.7	3.72	15	170	7	3.6	3.56	17	52	14	3.7	3.68	13	222	9
40.	Involve the community in planning and evaluating school curriculum and activities.	3.7	3.71	16	152	9	3.1	3.12	41	21	42	3.5	3.52	24	173	22
30.	Have programs to help parents and children improve family relationships, i.e. family counselling, educational courses on understanding children, Parent Effectiveness Training Program.	3.7	3.70	17	171	6	4.1	4.13	3	113	3	3.9	3.92	4	284	4
39.	Have small group tutoring programs for students after school hours.	3.7	3.70	18	120	24	3.4	3.44	25	39	26	3.6	3.62	17	159	26
53.	Have opportunities to participate in gymnasium activities in your local area, i.e. volley ball, basket ball, gymnastics, other community teams - any age.	3.7	3.66	19	132	19	3.3	3.34	31	36	27	3.6	3.56	19	168	24

58.	Have real-life activities in which young people participate to learn democratic processes, i.e. government intern programs, school and/or community planning commissions, leadership training programs for student council and other youth groups.	3.6	3.63	20	114	26	3.5	3.54	18	41	25	3.6	3.60	18	155	27
68.	Have supplemental academic programs for school age children and youth after school hours, i.e. additional non-graded courses to broaden their educational experiences.	3.6	3.58	21	107	28	3.3	3.32	32	29	36	3.5	3.50	26	136	31
65.	Have coordinated programs to broaden the cultural experiences of youth, i.e. travel, art, theatre experiences, tours of nearby areas. Reduce costs through group rates.	3.5	3.52	22	108	27	3.5	3.51	20	46	21	3.5	3.51	23	154	28
38.	Have employment and educational guidance programs for adults.	3.5	3.51	23	95	34	3.5	3.46	24	42	23	3.5	3.49	27	137	30
21.	Have accessible family health care programs, i.e. Baby Keep Well, Family Health Check-Up programs.	3.5	3.50	24	130	20	3.6	3.57	15	45	22	3.5	3.52	22	175	20
50.	Have after-school programs for young people (9 - 18) which focus on lifetime recreational and leisure time activities, i.e. table games, golf, crafts.	3.5	3.50	25	128	21	3.4	3.38	28	35	28	3.4	3.43	30	163	25
47.	Have programs which promote neighborliness and sense of community.	3.5	3.49	26	122	23	3.5	3.48	22	46	20	3.5	3.49	28	168	22
26.	Have early educational programs for pre-school children.	3.5	3.48	27	139	16	3.4	3.42	26	51	16	3.5	3.46	29	190	16
48.	Have programs which promote better understanding of others, i.e. crossing age barriers, developing personal awareness, improving relationships.	3.5	3.47	23	119	25	3.7	3.71	9	63	11	3.6	3.55	20	182	17
27.	Have preparation programs for future parents, i.e. infant and child care, understanding needs of infant and child, functioning as a parent.	3.5	3.46	29	126	22	3.7	3.69	11	67	7	3.5	3.53	21	193	15
25.	Provide opportunities for adults to participate in lifetime leisure activities, i.e. golf, table games, crafts, literary clubs.	3.5	3.45	30	99	31	3.4	3.38	29	47	19	3.4	3.43	31	146	29

53.	Continually locate and utilize untapped resources and skills of community members, i.e. establish a computerized resource data bank for school and community use.	3.4	3.44	31	103	30	3.7	3.69	12	65	8	3.5	3.52	25	168	2
64.	Have opportunities for participation in "family" activities, i.e roller skating, swimming, dancing, table games, in your local area.	3.4	3.44	32	106	29	3.3	3.27	34	28	37	3.4	3.39	32	134	3
43.	Have activities which encourage citizen involvement through a formal structure to give citizens opportunities to assume leadership, advisory, and volunteer roles in schools and local government.	3.4	3.44	33	75	38	3.2	3.20	38	15	45	3.3	3.34	34	90	4
32.	Have programs to provide adults with the skills to "do it yourself," i.e. home and car maintenance, gardening.	3.4	3.41	34	88	36	3.2	3.24	35	30	34	3.4	3.36	33	118	3
51.	Have day care for non-working mothers and/or fathers, i.e. parent attending school, prolonged illness.	3.4	3.39	35	89	35	3.5	3.51	19	22	41	3.3	3.32	36	111	3
54.	Have educational programs to develop the skills required by individuals to perform civic services, i.e. municipal government, church, planning commissions, school board, and other organizations.	3.4	3.35	36	76	37	3.2	3.23	36	20	43	3.3	3.31	37	96	3
69.	Have supervised activities for children while parents or guardians attend important day/evening meetings or activities, i.e. films, story-telling, games, rooms for study or reading.	3.3	3.34	37	96	33	3.0	2.99	44	29	35	3.2	3.23	40	116	3
22.	Mobilize and utilize local talent for community cultural activities, i.e. community vocal groups, theatre groups, instrumental groups, craft and art shows.	3.3	3.32	38	69	42	3.4	3.37	30	33	30	3.3	3.34	35	102	3
52.	Have care for working parents.	3.3	3.29	39	99	32	3.1	3.11	42	23	40	3.2	3.23	39	122	3
37.	Have emergency child-care available to meet short-term day needs.	3.3	3.25	40	68	43	3.1	3.17	40	20	44	3.2	3.22	41	83	4

67.	Have coordinated programs to broaden the cultural experiences of adults, i.e. travel - short trips, group rates for shows, tours nearby.	3.2 3.22	41	72	39	3.3 3.32	33	31	33	3.3 3.25	38	103	37
49.	Have educational and recreational programs for adults during the day.	3.2 3.17	42	72	40	3.0 2.97	45	12	47	3.1 3.05	44	84	46
45.	Have family social services, i.e. homemaker services, financial counselling.	3.1 3.13	43	72	41	3.2 3.21	37	23	39	3.2 3.16	42	95	40
60.	Provide opportunities for goods exchange, i.e. people exchange what they no longer need for item(s) they do need to prevent waste and unnecessary expenditures.	3.0 3.03	44	58	47	3.1 3.06	43	32	32	3.1 3.05	45	90	44
29.	Have babysitting co-ops, referral services, and/or professional babysitting agencies.	3.0 3.01	45	67	45	2.8 2.82	47	13	46	3.0 2.95	46	80	47
46.	Have professional opera, theatre and concert performances in the community.	3.0 2.99	46	60	46	3.2 3.19	39	32	31	3.1 3.05	43	92	41
56.	Have programs which provide cultural activities for pre-schoolers.	2.9 2.88	47	68	44	2.8 2.84	46	23	38	2.9 2.87	47	91	42
41.	Have water activities, i.e. water sports, scuba diving, boating.	2.8 2.78	48	43	48	2.6 2.54	48	10	48	2.7 2.70	48	56	48
44.	Have opportunities for service exchange, i.e. "I'll do your shopping if you'll help care for my lawn."	2.6 2.56	49	26	49	2.4 2.36	49	7	49	2.5 2.49	49	33	49

MEAN CLUSTERS

In order to provide further discrimination, mean clusters were developed by computing the Quartile Deviation on a scale using the lowest community mean rounded to one place and the highest community mean rounded to one place. The lowest community mean is 2.6 and the highest is 4.4. The largest number of items fell at the 3.5 mean with nine items having this mean. Twenty-one (21) community means fell above the 3.5 mean and nineteen (19) fell below.

Q_1 fell within the 3.3 means and Q_3 fell within the 3.7 means. A high cluster was determined to be those means that fell within the 3.75 and 4.4 community means. A medium cluster included those that fell within the 3.4 and 3.7 community means, and a low cluster included those means that fell within the 2.6 and 3.3 community means.

Frequency Distribution

	f	No. of Items	
4.4	1		
4.3	1		
4.2			
4.1			
4.0	1		
3.9			
3.8	4		
3.75	5	12	Q_3
3.7	7		
3.6	2		
3.5	9		
3.4	6	24	Q_1
3.3	4	13	
3.2	2		
3.1	1		
3.0	2		
2.9	1		
2.8	1		
2.7	1		
2.6	1		

However, there are differences between the community means and the school means. Therefore, medium-high, low-medium, and mixed clusters were developed to identify those items which have distinct mean rank differences. The medium-high and the low-medium clusters have a mean rank difference of 9 to 14 between the school and community means. The mixed clusters include items whose means have a rank difference of 15 or more between the community and school means.

MEAN CLUSTERS

The Mean Clusters are:

A. High Ranking
Nine items fell into this category with a range of 3.76 - 4.39 Community Means and 3.65 - 4.57 School Staff Mean with a difference of 5 or less between Community and School Staff item rank order.

B. Medium Ranking
Sixteen items fell into this category with a range of 3.35 - 3.74 Community Mean and 3.20 - 3.65 School Staff Mean with a difference of 9 or less between Community and School Staff item rank order.

C. Low Ranking
Thirteen items fell into this category with a range of 2.56 - 3.34 Community Mean and 2.36 - 2.99 School Staff Mean with a difference of 8 or less between Community and School Staff item rank order.

D. Medium - High Ranking
Three items fell into this cluster with a range of 3.48 - 4.13 of Community and School Staff Mean and with a difference of 12 - 14 between Community and School Staff item rank order.

E. Low - Medium
Two items fell into this cluster with a range of 3.32 - 3.65 Community and School Staff Mean and with a difference of 11 - 12 between Community and School Staff item rank order.

F. Mixed Ranking
Six items fell into this cluster with a range of 3.12 - 3.81 Community and School Staff Means and with a difference of 16 - 25 between Community and School Staff item rank order.

A. HIGH RANKING

1. Nine items
2. Fall within 3.76 - 4.39 Community Means and 3.65 - 4.57 School Staff Means
3. Difference of 5 or less in rank order between Community Means and School Staff Means

SURVEY ITEM NO.	ITEMS	COMMUNITY MEAN	COMMUNITY RANK ORDER OF ALL ITEMS	SCHOOL MEAN	SCHOOL RANK ORDER OF ALL ITEMS	DIFFERENCE BETWEEN COMMUNITY AND SCHOOL STAFF RANK ORDER
62.	Have programs which promote early diagnosis and help for children with learning disabilities and handicaps.	4.39	1	4.57	1	0
31.	Have recreational and leisure time programs for children with learning disabilities and other handicaps, preschool as well as school age.	4.26	2	3.99	4	2
61.	Have alternative educational opportunities for the very special student, i.e. delinquent, gifted, special interest, drop-out.	4.00	3	4.26	2	1
33.	Have programs which develop and promote opportunities for people to help people, i.e. youth mow lawns for the elderly, people visit shut-ins, senior citizens serve in volunteer programs.	3.81	5	3.76	8	3
59.	Have vocational training programs to provide adults with a needed skill to produce an income, i.e. new skills, upgrading skills.	3.81	6	3.97	5	1
35.	Have a high school completion program for adults.	3.78	8	3.92	6	2
66.	Have organized and unorganized opportunities for youth (9 - 18) to participate in activities other than sports after school hours, i.e. clubs, interest groups, literary, science, theatre, music.	3.78	9	3.65	14	5
55.	Have coordinated planning to integrate existing school and community library facilities and services to benefit the entire community.	3.76	11	3.70	10	1
24.	Have programs which upgrade academic skills of adults, i.e. reading, writing, English and Math.	3.76	12	3.80	7	5

B. MEDIUM RANKING

1. Sixteen items
2. Fall within 3.35 - 3.74 Community Means and 3.20 - 3.65 School Staff Means
3. Difference of 9 or less in rank order between Community Mean and School Staff Mean

SURVEY ITEM NO.	ITEMS	COMMUNITY		SCHOOL		DIFFERENCE BETWEEN COMMUNITY AND SCHOOL STAFF RANK ORDER
		MEAN	RANK ORDER OF ALL ITEMS	MEAN	RANK ORDER OF ALL ITEMS	
36.	Have programs to educate the community of how best to utilize the talents and/or potential of the mentally and physically handicapped.	3.74	13	3.65	13	0
28.	Provide opportunities for citizens to learn their rights and responsibilities in schools, local government and other areas affecting personal life.	3.73	14	3.50	21	7
23.	Have transportation services for all ages as needed, i.e. car pool bank, volunteer driver service, special activity bus service, "park and ride."	3.71	15	3.56	17	2
39.	Have small group tutoring programs for students after school hours.	3.70	18	3.44	25	7
58.	Have real life activities in which young people participate to learn democratic processes, i.e. government intern programs, school and/or community planning commissions, leadership training programs for student council, and other youth groups.	3.63	20	3.54	18	2
65.	Have coordinated programs to broaden the cultural experiences of youth, i.e. travel, art, theater experiences, tours of nearby areas. Reduce costs through group rates.	3.52	22	3.51	20	2
38.	Have employment and educational guidance programs for adults.	3.51	23	3.50	24	1
21.	Have accessible family health care programs, i.e. Baby Keep Well, Family Health Check-Up Programs.	3.50	24	3.56	15	9
50.	Have after-school programs for young people (9 - 18) which focus on lifetime recreational and leisure time activities, i.e. table games, golf, crafts.	3.50	25	3.37	28	3
47.	Have programs which promote neighborliness and sense of community.	3.49	26	3.48	22	4
26.	Have early educational programs for pre-school children.	3.48	27	3.42	26	1

B. MEDIUM RANKING

(Continued)

SURVEY ITEM NO.	ITEMS	COMMUNITY		SCHOOL		DIFFERENCE BETWEEN COMMUNITY AND SCHOOL STAFF RANK ORDER
		MEAN	RANK ORDER OF ALL ITEMS	MEAN	RANK ORDER OF ALL ITEMS	
25.	Provide opportunities for adults to participate in lifetime leisure activities, i.e. golf, table games, crafts, literary clubs.	3.45	30	3.38	29	1
64.	Have opportunities for participation in "family" activities, i.e. roller skating, swimming, dancing, table games in your local area.	3.44	32	3.27	34	2
43.	Have activities which encourage citizen involvement through a formal structure to give citizens opportunities to assume leadership, advisory, and volunteer roles in schools and local government.	3.44	33	3.20	38	5
32.	Have programs to provide adults with the skills to "do it yourself", i.e. home and car maintenance, gardening.	3.41	34	3.23	35	1
54.	Have educational programs to develop the skills required by individuals to perform civic services, i.e. municipal government, church, planning commissions, school board, and other organizations.	3.35	36	3.23	36	0

C. LOW RANKING

1. Thirteen items
2. Fall within 2.56 - 3.34 Community Means and 2.36 - 2.99 School Staff Means
3. Difference of 8 or less in rank order between Community Means and School Staff Means

SURVEY ITEM NO.	ITEMS	COMMUNITY MEAN	COMMUNITY RANK ORDER OF ALL ITEMS	SCHOOL MEAN	SCHOOL RANK ORDER OF ALL ITEMS	DIFFERENCE BETWEEN COMMUNITY AND SCHOOL STAFF RANK ORDER
69.	Have supervised activities for children while parents or guardians attend important day/evening meetings or activities, i.e. films, storytelling, games, rooms for study or reading.	3.34	37	2.99	44	7
22.	Mobilize and utilize local talent for community cultural activities, i.e. community vocal groups, theatre groups, instrumental groups, craft and art shows.	3.32	38	3.37	30	8
52.	Have day care for working parents.	3.29	39	3.11	42	3
37.	Have emergency child care available to meet short-term day needs.	3.25	40	3.17	40	0
67.	Have coordinated programs to broaden the cultural experiences of adults, i.e. travel - short trips, group rates for shows, tours nearby.	3.22	41	3.32	33	8
49.	Have educational and recreational programs for adults during the day.	3.17	42	2.97	45	3
45.	Have family social services, i.e. homemaker services, financial counselling.	3.13	43	3.21	37	6
60.	Provide opportunities for goods exchange, i.e. people exchange what they no longer need for item(s) they do need to prevent waste and unnecessary expenditures.	3.03	44	3.06	43	1
29.	Have baby-sitting co-ops, referral services, and/or professional baby-sitting agencies.	3.01	45	2.82	47	2
46.	Have professional opera, theatre and concert performances in the community.	2.98	46	3.19	39	5
56.	Have programs which provide cultural activities for pre-schoolers.	2.88	47	2.84	46	1

C. - LOW RANKING

(Continued)

SURVEY ITEM NO.	ITEMS	COMMUNITY		SCHOOL		DIFFERENCE BETWEEN COMMUNITY AND SCHOOL STAFF RANK ORDER
		MEAN	RANK ORDER OF ALL ITEMS	MEAN	RANK ORDER OF ALL ITEMS.	
41.	Have water activities, i.e. water sports, scuba, diving, boathing.	2.78	48	2.54	48	0
44.	Have opportunities for service exchange, i.e. "I'll do your shopping if you'll help care for my lawn.	2.56	49	2.36	49	0

D. MEDIUM-HIGH RANKING

1. Three items
2. Fall within 3.48 - 4.13 Community and School Staff Means
3. Differences of 12 - 14 in rank order between Community Means and School Staff Means

SURVEY ITEM NO.	ITEMS	COMMUNITY		SCHOOL		DIFFERENCE BETWEEN COMMUNITY AND SCHOOL STAFF RANK ORDER
		MEAN	RANK ORDER OF ALL ITEMS	MEAN	RANK ORDER OF ALL ITEMS	
42.	Have after-school programs for youth (9 - 18) to learn practical skills for daily living, i.e. first aid, safety programs, bike maintenance and repair, fire-fighting, car maintenance and repair, sewing, cooking, and typing.	3.84	4	3.56	16	12
57.	Have sport activities which enable the non-team players to learn, and to play after school hours. (Ages 9 - 18), i.e. tennis, basketball, golf, soccer.	3.77	10	3.48	23	13
30.	Have programs to help parents and children improve family relationships, i.e. family counselling, educational courses on understanding children, Parent Effectiveness Training Program.	3.70	17	4.13	3	14

E. LOW-MEDIUM RANKING

1. Two items
2. Fall within 3.32 - 3.65 Community and School Staff Means
3. Difference of 11 - 12 in rank order between Community Means and School Staff Means.

SURVEY ITEM NO.	ITEMS	COMMUNITY		SCHOOL		DIFFERENCE BETWEEN COMMUNITY AND SCHOOL STAFF RANK ORDER
		MEAN	RANK ORDER OF ALL ITEMS	MEAN	RANK ORDER OF ALL ITEMS	
53.	Have opportunities to participate in gymnasium activities in your local area, i.e. volley ball, basket ball, gymnastics, other community teams - any age.	3.65	19	3.34	31	12
68.	Have supplemental academic programs for school age children and youth after school hours, i.e. additional non-credit and non-graded courses to broaden their educational experiences.	3.58	21	3.32	32	11

F. MIXED RANKING

1. Six items
2. Fall within 3.12 - 3.81 Community and School Staff Means
3. Difference of 16 - 25 in rank order between Community Means and School Staff Means

SURVEY ITEM NO.	ITEMS	COMMUNITY		SCHOOL		DIFFERENCE BETWEEN COMMUNITY AND SCHOOL STAFF RANK ORDER
		MEAN	RANK ORDER OF ALL ITEMS	MEAN	RANK ORDER OF ALL ITEMS	
34.	Have "drop-ins" for teens, i.e. "Coffee House" idea, dancing, games, just talk.	3.81	7	3.39	27	20
40.	Involve the community in planning and evaluating school curriculum and activities.	3.71	16	3.12	41	25
48.	Have programs which promote better understanding of others, i.e. crossing age-barriers, developing personal awareness, improving relationships.	3.47	28	3.70	9	19
27.	Have preparation programs for future parents, i.e. infant and child care, understanding needs of infant and child, functioning as a parent.	3.46	29	3.69	11	18
63.	Continually locate and utilize untapped resources and skills of community members, i.e. establish a computerized resource data bank for school and community use.	3.44	31	3.69	12	19
51.	Have day care for non-working mothers and/or fathers, i.e. parent attending school, prolonged illness.	3.39	35	3.51	19	16

TOPIC CLUSTERS

ITEMS ARE CLUSTERED ACCORDING TO GENERAL TOPICS. THEY ARE:

SPECIALIZED NEEDS OF CHILDREN AND YOUTH

ADULT EDUCATION

CHILDREN AND YOUTH ENRICHMENT

COMMUNITY INVOLVEMENT

HUMAN RELATIONS AND COMMUNITY SERVICE

ADULT ENRICHMENT

SOCIAL SERVICES

COMMUNITY CULTURAL

PRE-SCHOOL

RANK ORDER OF TOPIC CLUSTERS

COMMUNITY RANK ORDER		SCHOOL STAFF RANK ORDER	
CLUSTER	GRAND MEAN	CLUSTER	GRAND MEAN
SPECIALIZED NEEDS OF CHILDREN AND YOUTH	4.11	SPECIALIZED NEEDS OF CHILDREN AND YOUTH	4.12
ADULT EDUCATION	3.78	ADULT EDUCATION	3.90
CHILDREN AND YOUTH ENRICHMENT	3.59	HUMAN RELATIONS AND COMMUNITY SERVICE	3.74
COMMUNITY INVOLVEMENT	3.56	CHILDREN AND YOUTH ENRICHMENT	3.37
HUMAN RELATIONS AND COMMUNITY SERVICE	3.56	COMMUNITY CULTURAL	3.28
ADULT ENRICHMENT	3.30	COMMUNITY INVOLVEMENT	3.26
SOCIAL SERVICES	3.30	SOCIAL SERVICES	3.21
PRE-SCHOOL	3.18	ADULT ENRICHMENT	3.21
COMMUNITY CULTURAL	3.16	PRE-SCHOOL	3.13

SURVEY ITEM NO.	ITEMS	COMMUNITY		SCHOOL		RANK DIFFERENCE
		MEAN	RANK ORDER OF ALL ITEMS	MEAN	RANK ORDER OF ALL ITEMS	
	SPECIALIZED NEEDS OF CHILDREN & YOUTH CLUSTER					
62.	Have programs which promote early diagnosis and help for children with learning disabilities and handicaps.	4.39	1	4.57	1	0
31.	Have recreational and leisure time programs for children with learning disabilities and other handicaps, pre-school as well as school age.	4.26	2	3.98	4	2
61.	Have alternative educational opportunities for the very special student, i.e. delinquent, gifted, special interest, drop-out.	4.01	3	4.26	2	1
36.	Have programs to educate the community of how best to utilize the talents and/or potential of the mentally and physically handicapped.	3.74	13	3.65	13	0
	GRAND MEAN	4.11		4.12		
	ADULT EDUCATION CLUSTER					
59.	Have vocational training programs to provide adults with a needed skill to produce an income, i.e. new skills, upgrading skills.	3.81	6	3.97	5	1
35.	Have a high school completion program for adults.	3.78	8	3.92	6	2
24.	Have programs which upgrade academic skills of adults, i.e. reading, writing, English and math.	3.76	12	3.80	7	5
	GRAND MEAN	3.78		3.90		

CHILDREN AND YOUTH ENRICHMENT CLUSTER

SURVEY ITEM NO.	ITEMS	COMMUNITY		SCHOOL		
		MEAN	RANK ORDER OF ALL ITEMS	MEAN	RANK ORDER OF ALL ITEMS	RANK DIFFERENCE
42.	Have after-school programs for youth (9 - 18) to learn practical skills for daily living, i.e. first aid, safety programs, bike maintenance and repair, fire-fighting, car maintenance and repair, sewing, cooking, typing.	3.85	4	3.56	16	12
34.	Have "drop-ins" for teens, i.e. "Coffee House" idea, dancing, games, just talk.	3.81	7	3.39	27	20
66.	Have organized and unorganized opportunities for youth (9 - 18) to participate in activities other than sports after school hours, i.e. clubs, interest groups, literary, science, theatre, music.	3.78	9	3.65	14	5
57.	Have sport activities which enable the non-team players to learn, and to play after school hours. (Ages 9 - 18), i.e. tennis, basketball, golf, soccer.	3.77	10	3.48	23	13
39.	Have small group tutoring programs for students after school hours.	3.70	18	3.44	25	7
53.	Have opportunities to participate in gymnasium activities in your local area, i.e. volley ball, basketball, gymnastics, other community teams, any age.	3.66	19	3.34	31	12
58.	Have real life activities in which young people participate to learn democratic processes, i.e. government intern programs, school and/or community planning commissions, leadership training programs for student council, and other youth groups.	3.63	20	3.54	18	2
68.	Have supplemental academic programs for school age children and youth after school hours, i.e. additional non-credit and non-graded courses to broaden their educational experiences.	3.58	21	3.32	32	11
65.	Have coordinated programs to broaden the cultural experiences of youth, i.e. travel, art, theater experiences, tours of nearby areas. Reduce costs through group rates.	3.52	22	3.51	20	2
50.	Have after-school programs for young people (9- 18) which focus on lifetime recreational and leisure time activities, i.e. table games, golf, crafts.	3.50	25	3.38	28	3

CHILDREN AND YOUTH ENRICHMENT CLUSTER
(continued)

SURVEY ITEM NO.	ITEMS	COMMUNITY MEAN	COMMUNITY RANK ORDER OF ALL ITEMS	SCHOOL MEAN	SCHOOL RANK ORDER OF ALL ITEMS	RANK DIFFERENCE
64.	Have opportunities for participation in "family" activities, i.e. roller skating, swimming, dancing, table games in your local area.	3.44	32	3.27	34	2
41.	Have water activities, i.e. water sports, scuba diving, boating.	2.78	48	2.54	48	0
	GRAND MEAN	3.59		3.37		
	COMMUNITY INVOLVEMENT CLUSTER					
28.	Provide opportunities for citizens to learn their rights and responsibilities in schools, local government and other areas affecting personal life.	3.72	14	3.50	21	7
40.	Involve the community in planning and evaluating school curriculum and activities.	3.71	16	3.12	41	25
43.	Have activities which encourage citizen involvement through a formal structure to give citizens opportunities to assume leadership, advisory, and volunteer roles in schools and local government.	3.44	33	3.20	38	5
54.	Have educational programs to develop the skills required by individuals to perform civic services, i.e. municipal government, church, planning commissions, school board, and other organizations.	3.35	36	3.23	36	0
	GRAND MEAN	3.56		3.26		

HUMAN RELATIONS - SERVICE - COMMUNITY CLUSTER

SURVEY ITEM NO.	ITEMS	COMMUNITY MEAN	COMMUNITY RANK ORDER OF ALL ITEMS	SCHOOL MEAN	SCHOOL RANK ORDER OF ALL ITEMS	RANK DIFFERENCE
33.	Have programs which develop and promote opportunities for people to help people, i.e. youth mow lawns for elderly, people visit shut-ins, senior citizens serve in volunteer programs.	3.82	5	3.76	8	3
30.	Have programs to help parents and children improve family relationships, i.e. family counselling, educational courses on understanding children, Parent Effectiveness Training Program.	3.70	17	4.13	3	14
47.	Have programs which promote neighborliness and sense of community.	3.49	26	3.48	22	4
48.	Have programs which promote better understanding of others, i.e. crossing age-barriers, developing personal awareness, improving relationships.	3.47	28	3.71	9	19
27.	Have preparation programs for future parents, i.e. infant and child care, understanding needs of infant and child, functioning as a parent.	3.46	29	3.69	11	18
63.	Continually locate and utilize untapped resources and skills of community members, i.e. establish a computerized resource data bank for school and community use.	3.44	31	3.69	12	19
	GRAND MEAN	3.56		3.74		

ADULT ENRICHMENT CLUSTER

SURVEY ITEM NO.	ITEMS	COMMUNITY MEAN	COMMUNITY RANK ORDER OF ALL ITEMS	SCHOOL MEAN	SCHOOL RANK ORDER OF ALL ITEMS	RANK DIFFERENCE
53.	Have opportunities to participate in gymnasium activities in your local area, i.e. volley ball, basket ball, gymnastics, other community items, any age.	3.66	19	3.34	31	12
25.	Provide opportunities for adults to participate in lifetime leisure activities, i.e. golf, table games, crafts, literary clubs.	3.45	30	3.38	29	1
64.	Have opportunities for participation in "family" activities, i.e. roller skating, swimming, dancing, table games in your local area.	3.44	32	3.27	34	2
32.	Have programs to provide adults with the skills to "do it yourself," i.e. home and car maintenance, gardening.	3.41	34	3.24	35	1
67.	Have coordinated programs to broaden the cultural experiences of adults, i.e.travel - short trips, group rates for shows, tours nearby.	3.22	41	3.32	33	8
49.	Have educational and recreational programs for adults during the day.	3.17	42	2.97	45	3
41.	Have water activities, i.e. water sports, scuba, diving, boating.	2.78	48	2.54	48	0
	GRAND MEAN	3.30		3.21		

SOCIAL SERVICES CLUSTER

SURVEY ITEM NO.	ITEMS	COMMUNITY MEAN	COMMUNITY RANK ORDER OF ALL ITEMS	SCHOOL MEAN	SCHOOL RANK ORDER OF ALL ITEMS	RANK DIFFERENCE
55.	Have coordinated planning to integrate existing school and community library facilities and services to benefit the entire community.	3.76	11	3.70	10	1
23.	Have transportation services for all ages as needed, i.e. car pool bank, volunteer driver service, special activity bus service, "park and ride".	3.72	15	3.56	17	2
38.	Have employment and educational guidance programs for adults.	3.51	23	3.46	24	1
21.	Have accessible family health care programs, i.e. Baby Keep Well, Family Health Check-Up Programs.	3.50	24	3.57	15	9
51.	Have day care for non-working mothers and/or fathers, i.e. parent attending school, prolonged illness.	3.39	35	3.51	19	16
69.	Have supervised activities for children while parents or guardians attend important day/evening meetings or activities, i.e. films, storytelling, games, rooms for study or reading.	3.34	37	2.99	44	7
52.	Have day-care for working parents.	3.29	39	3.11	42	3
37.	Have emergency child care available to meet short-term day needs.	3.25	40	3.17	40	0
45.	Have family social services, i.e. homemaker services, financial counselling.	3.13	43	3.21	37	6
60.	Provide opportunities for goods exchange, i.e. people exchange what they no longer need for items(s) they do need to prevent waste and unnecessary expenditures.	3.03	44	3.06	43	1
29.	Have babysitting co-ops, referral services, and/or professional babysitting agencies.	3.01	45	2.83	47	2
44.	Have opportunities for service exchange, i.e. "I'll do your shopping if you'll help care for my lawn."	2.56	49	2.36	49	0
	GRAND MEAN	3.30		3.21		

PRE-SCHOOL EDUCATIONAL AND CULTURAL ACTIVITIES

SURVEY ITEM NO.	ITEMS	COMMUNITY MEAN	COMMUNITY RANK ORDER OF ALL ITEMS	SCHOOL MEAN	SCHOOL RANK ORDER OF ALL ITEMS	RANK DIFFERENCE
26.	Have early educational programs for pre-school children.	3.48	27	3.42	26	0
56.	Have programs which provide cultural activities for pre-schoolers.	2.88	47	2.84	46	1
	GRAND MEAN	3.18		3.13		
	COMMUNITY CULTURAL CLUSTER					
22.	Mobilize and utilize local talent for community cultural activities, i.e. community vocal groups, theatre groups, instrumental groups, craft and art shows.	3.32	38	3.37	30	8
46.	Have professional opera, theatre and concert performances in the community.	2.99	46	3.19	39	7
	GRAND MEAN	3.16		3.28		

FREE INPUT CARDS

The free input cards were used at all Needs and Goals Sessions, and at many of the coffees, door-to-door samplings and organizational samplings. Sets of three color-coded cards were used to solicit the free input.

Demographic information asked included township or borough residence by local governments, sex, age and children's type of school.

Free input cards were used for two main reasons: One, to provide opportunities for community participants to speak their minds -- and discover what participants perceive as major concerns and interests as well as what is being done to their satisfaction. This process also gave participants a chance to clear the air before completing the rather large and more controlled opinionnaire.

Participants were asked to write what they think are the positive and the negative characteristics of our schools and of our community, and to suggest solutions to these negative aspects.

Some cards were only partially completed. Those who had no children in school at the present time found it difficult to comment about our schools or school district. Others indicated they did not know enough or had not really given much thought to their schools or community.

PROCESSING CARD DATA - Q SORT METHOD. A first batch (113) of cards was examined by a task force member who categorized and tallied the various comments. Next, two other members each examined and tallied a different batch, using the categories developed in the first step. Categories were added, dropped and/or refined.

Finally, three other task force members standardized these categories to be known as cluster areas and listed every comment made on all the cards under the established cluster areas. The Task Force Coordinator further analyzed the data and tallied the comments into sub-clusters within the broader cluster areas.

OPINION INVENTORY

FREE INPUT CARDS

COMMUNITY CARDS - COMPARISON DATA

CLUSTER AREAS	NUMBER OF COMMENTS POSITIVE	NEGATIVE	SOLUTIONS
RECREATION - PARKS - ENRICHMENT	81	191	137
NEIGHBORHOOD - HUMAN ELEMENTS	96	136	94
NEIGHBORHOOD ENVIRONMENT - PHYSICAL ELEMENTS	199	*	---
TRANSPORTATION, ROADS, SIDEWALKS	---	95	64
GOVERNMENT SERVICES	48	75	66
LAW ENFORCEMENT - CRIME	11	69	43
OTHER	---	35	---

* Few remarks regarding poorly kept properties listed under OTHER.

SCHOOL CARDS - COMPARISON DATA

CLUSTER AREAS	NUMBER OF COMMENTS POSITIVE	NEGATIVE	SOLUTIONS
BEHAVIOR - DISCIPLINE	4	119	83
CURRICULUM	144	104	90
SIZE AND STRUCTURE	21	79	45
COMMUNITY - SCHOOL RELATIONS	30	59	33
FACILITIES	70	---	---
TEACHERS	62	48	54
COMMUNITY ACTIVITIES - AFTER-SCHOOL ACTIVITIES	44	33	53
CO-CURRICULAR	44	36	19
BUS TRANSPORATION	4	26	10
SPECIALIZED NEEDS - INDIVIDUAL CHILD	42	29	14
GUIDANCE	---	11	6
ADMINISTRATION	*	7	5
OTHER	24	54	31

* Few remarks included under COMMUNITY - SCHOOL RELATIONS

FREE INPUT CARDS

POSITIVE ASPECTS OF THE COMMUNITY

Five main cluster areas emerged in this category.

DEMOGRAPHIC DATA - 279 CARDS - 435 COMMENTS

SEX		RESIDENCE		AGE		CHILDREN IN SCHOOL	
Female -	200	Falls	- 150	Under 19 -	6	Non-Public -	22
Male -	70	Yardley	- 41	19 - 35 -	117	Public -	181
		Tullytown	- 3	36 - 50 -	100	None -	53
	270	Lower Makefield	84	Over 50 -	29		256
			278		242		

DEMOGRAPHIC DATA - 60 CARDS - NO COMMENT

SEX		RESIDENCE		AGE		CHILDREN IN SCHOOL	
Female -	44	Falls	- 44	Under 19 -	2	Non-Public -	2
Male -	15	Yardley	- 5	19 - 35 -	20	Public -	41
		Tullytown	- 2	36 - 50 -	28	None -	14
	59	Lower Makefield	- 6	Over 50 -	8		57
			57		58		

FREE INPUT CARDS

POSITIVE ASPECTS OF THE COMMUNITY

CLUSTER AREAS WITH SUB-CLUSTERS	NO. OF COMMENTS SUB-CLUSTERS	NO. OF COMMENTS CLUSTER AREA
NEIGHBORHOOD ENVIRONMENT - PHYSICAL		199
Close to many churches, shopping areas, schools	59	
Good location, climate, residential, (pretty)	45	
Close to N.Y., Phila., Princeton	45	
Well-kept properties, quality housing	20	
Good schools, good school facilities	22	
Historic Area	8	
	199	
NEIGHBORHOOD - HUMAN ELEMENTS		96
Friendly - caring	46	
Family-oriented - interest in children	14	
Intelligent, interesting group of people	9	
Good church groups and organizations	9	
Good mixture of races, hetergenious, get along	8	
Involved people	8	
Homogenious, economic and social, compatible	2	
	96	
RECREATION, PARKS, ENRICHMENT		81
Recreation facilities: YMCA, LPAA, Lake, Golf Course, Basketball court	29	
Recreation programs: PAA, Morrisville Youth, Scouting, Pennsbury recreation	23	
Adult Education - of good quality	7	
Libraries	7	
Open areas, play areas, parks	15	
	81	
GOVERNMENT SERVICES		48
Good police, fire, rescue squad service	29	
Have sidewalks - decent roads	8	
Garbage pickup	4	
General: other, low taxes, interested government	7	
	48	
CRIME		11
Relatively crime free - safe	11	

FREE CARD INPUT

NEGATIVE ASPECTS OF COMMUNITY

Five main cluster areas emerged in this category. One additional cluster was designated as OTHER which included statements which could not be grouped into clusters of at least five comments.

DEMOGRAPHIC DATA - 293 CARDS - 604 COMMENTS

SEX		RESIDENCE		AGE		CHILDREN IN SCHOOL	
Female	203	Falls	152	Under 19	4	Non-Public	20
Male	74	Yardley	41	19 - 35	122	Public	190
		Tullytown	5	36 - 50	103	None	61
		Lower Makefield	69	Over 50	39		
	277		267		268		271

DEMOGRAPHIC DATA - 43 CARDS - NO COMMENT

SEX		RESIDENCE		AGE		CHILDREN IN SCHOOL	
Female	29	Falls	27	Under 19	0	Non-Public	2
Male	10	Yardley	1	19 - 35	11	Public	25
		Tullytown	1	36 - 50	19	None	12
		Lower Makefield	7	Over 50	7		
	39		36		37		39

FREE INPUT CARDS

NEGATIVE ASPECTS OF COMMUNITY

CLUSTER AREAS WITH SUB-CLUSTERS	NO. OF COMMENTS SUB-CLUSTERS	NO. OF COMMENTS CLUSTER AREAS
RECREATION - PARKS - ENRICHMENT		191
Not enough recreation - not enough that doesn't cost families a fortune	76	
Not enough activities - opportunity for teenagers	39	
Not enough developed park areas - open space	28	
Not enough cultural enrichment - inadequate library, cultural activities, lectures, arts and crafts	20	
Lack of programs for senior citizens	13	
Not enough community activities (those that involve the community and identify the community)	7	
Better facilities - tennis courts, lighted courts, better maintenance	6	
Not enough in adult program	2	
	191	
NEIGHBORHOOD - HUMAN ELEMENTS		136
No sense of community - identity, no focal point for community, very few community-wide activities that lend cohesiveness, interest	36	
Little communication among people, unfriendly, cold, impersonal, class systems, one section looks down on another	34	
Lack of people participating in school and government activities; don't want to get involved to even improve things	33	
Rapid growth of population, large turnover	15	
People do not know what is going on	12	
Other - people are faced-out from natural meeting places, community, lack of racial integration; ills of city getting too close	6	
	136	
TRANSPORTATION, ROADS, SIDEWALKS		95
Lack of transportation (public)	47	
Poor road repair, pot holes, etc.	15	
Poor snow removal, cleaning	10	
Lack of places for bike riding - need bike trails	10	
No sidewalks - need more	7	
Poor traffic patterns, increased traffic	6	
	95	
GOVERNMENT SERVICES		75
Lack of leadership, too much politics, can't get along	17	
High taxes	7	
Poor trash pickup	9	
Utilities cost high	9	
Lack of good street lighting	8	
Poor drainage	7	
Lack of services for the people	7	
Lack of good comprehensive planning	4	
Other - work more with community groups	2	
	75	

NEGATIVE ASPECTS OF COMMUNITY - continued

CLUSTER AREAS WITH SUB-CLUSTERS	NO. OF COMMENTS SUB-CLUSTERS	NO. OF COMMENTS CLUSTER AREAS
LAW ENFORCEMENT - CRIME		69
Lack of enough good police protection	43	
Lack of traffic control, speeding cars, youth speeding - motorcycles, minibikes	13	
Pets running loose	8	
Youth delinquency, loitering	5	
	69	
OTHER		35
Improve shopping centers		
Need health care facility		
Get rid of all commercial signs		
No day-care, no family services close by		
Poor newspaper		
Little or no provision made for people of average or below average income		
Many minorities confined to ghetto or rental areas with resultant lack of care		
Blacks not being shown real estate throughout Lower Makefield and Yardley		
Equalize welfare for truly honest needy folks		
Attitude prevalent - the fewer that know about anything, the fewer we have to worry about (government and schools)		
Gravel pit regulations for fencing are not enforced.		

FREE INPUT CARDS

SOLUTIONS TO COMMUNITY PROBLEMS

Five cluster areas emerged in this category. One cluster area was designated as OTHER to accommodate solutions which could not be grouped into cluster areas of at lease five comments.

DEMOGRAPHIC DATA - 233 CARDS - 104 COMMENTS

SEX		RESIDENCE		AGE		CHILDREN IN SCHOOL	
Female -	155	Falls	- 124	Under 19 -	2	Non-Public -	16
Male -	62	Yardley	- 31	19 - 35 -	97	Public -	153
		Tullytown	- 4	36 - 50 -	88	None -	51
		Lower Makefield	- 54	Over 50 -	31		
	217		213		218		220

DEMOGRAPHIC DATA - 93 CARDS - NO COMMENT

SEX		RESIDENCE		AGE		CHILDREN IN SCHOOL	
Female. -	70	Falls	- 53	Under 19 -	2	Non-Public -	6
Male -	20	Yardley	- 10	19 - 35 -	26	Public -	42
		Tullytown	- 2	36 - 50 -	34	None -	22
		Lower Makefield	- 20	Over 50 -	15		
	90		85		77		70

REACTION - ENRICHMENT - PARKS		137
Use schools for skating, dancing. Form club activities. Have family activities, places for teenagers to go.	86	
Develop park areas, save open space, zoning for recreation	22	
Have senior citizen programs for better transportation, recreation, meals-on-wheels	16	
Expand cultural opportunities, sub-stations or book mobile for library, small museums in schools, art shows and galleries, expand library usage.	13	
	137	
NEIGHBORHOOD - HUMAN ELEMENTS		94
Get more community involvement.	49	
Do it - 11		
Use volunteers - 8		
Advertise activities, encourage participation - 22		
Community Education - 4		
Get government, agencies, and organizations working together - 4		
Get better communication and friendliness - more ways for people to work and play together	18	
Better sense for community - limit growth, provide community based services, activities, awareness groups	27	
	94	
Improve Government Township services		66
Get unity going on Board of Supervisors	18	
Reduce taxes and spend more wisely	8	
Better services for trash pick-up and open-pit regulations	9	
Provide better family services - see that area has services close by	13	
Better housing	5	
Better animal control	3	
Stop population growth	2	
Better zoning	3	
Improve appearance of shopping centers - canal	5	
	66	
Transportation, road maintenance, bike trails		64
Bring in bus services, mini buses, shuttle bus	25	
Bicycle paths, sidewalks	10	
Better traffic control - speeders, parking	10	
Better road maintenance, snow removal, cleaning	18	
Repair and place additional street lights	1	
	64	
Law Enforcement and Crime		43
More and better police	23	
Better training, higher entrance standards		
Curfew on children, clamp down teenage gangs	5	
Other:	15	
	43	
Fingerprint investigation		
Teach children respect for property		
Positive thinking about our police		
Parents should pay damage		
Citizens band radio		
Quicker processing in judicial system		

FREE INPUT CARDS

POSITIVE ASPECTS OF SCHOOL

Ten cluster areas emerge in this category. One additional cluster was designated as OTHER which included statements that could not be grouped into clusters of at least five comments.

DEMOGRAPHIC DATA - 288 CARDS - 559 COMMENTS

SEX		RESIDENCE		AGE		CHILDREN IN SCHOOL	
Female -	209	Falls -	164	Under 19 -	7	Non-Public -	22
Male -	70	Yardley -	38	19 - 35 -	124	Public -	191
		Tullytown -	4	36 - 50 -	101	None -	50
	279	Lower Makefield -	78 / 284	Over 50 -	36 / 268		263

DEMOGRAPHIC DATA - 55 CARDS - NO COMMENT

SEX		RESIDENCE		AGE		CHILDREN IN SCHOOL	
Female -	35	Falls -	31	Under 19 -	1	Non-Public -	2
Male -	16	Yardley -	8	19 - 35 -	14	Public -	33
		Tullytown -	1	36 - 50 -	20	None -	15
	51	Lower Makefield -	9 / 49	Over 50 -	7 / 42		50

FREE INPUT CARDS

POSITIVE ASPECTS OF SCHOOL

CLUSTER AREAS WITH SUB CLUSTERS	NO. OF COMMENTS SUB-CLUSTERS	NO. OF COMMENTS CLUSTER AREA
CURRICULUM		144
General comments - varied, good, diversified	83	
Specifics mentioned - of good quality	61	
Reading - 8		
Math - 4		
Athletic, gym - 8		
Course selection at PHS - 4		
Career Education - 5		
Programs to send students to foreign countries-3		
Vo-Tech - 5		
Honors - 5		
Music - 7		
	144	
FACILITIES		70
Well kept, excellent	70	
TEACHERS		62
Good, many who really care, open and helpful	62	
COMMUNITY ACTIVITIES		44
Availablity Use - glad facilities can be used, use of pools, play yards left open	13	
Recreation - recreation available - summer program	10	
Adult Education - glad to have it	10	
Other - concerts are neat, nursery school at PHS number of activities from education to recreation	11	
	44	
CO-CURRICULAR		44
Glad that these programs exists	27	
Quality of activities good	17	
Good sports program (especially boys) - 14		
Other activities - music, theatre - 3		
	44	

CLUSTER AREAS WITH SUB-CLUSTERS	NO. OF COMMENTS SUB-CLUSTERS	NO. OF COMMENTS CLUSTER AREA
	FREE INPUT CARDS POSITIVE SCHOOL	
SPECIALIZED NEEDS - INDIVIDUAL CHILD		42
Programs to meet needs	17	
Title I Program		
Facilities for special education		
Adaptive gym		
Special Education		
Special teachers being available (speech, etc.)		
Pre-classes		
Attention and concern for individual child	25	
	42	
COMMUNITY - SCHOOL RELATIONS		30
Good communication, cooperation	30	
Between school and parent)		
Newsletter (school)) 18		
Parent-teacher conference)		
At elementary)		
Koffee Klatches)		
Accessibility of Administration		
Attempt to get participation from family		
SIZE AND STRUCTURE		21
Structure - Non-graded, open classroom, pre-classes	13	
Class size - small classes	3	
Other - district - 6-2-2-2, Elementary school size grouping with equivalent learning ability	5	
	21	
BUS TRANSPORTATION		4
Good bus transportation	4	
BEHAVIOR - DISCIPLINE		4
Good discipline, approval of dress code	4	
OTHER		94
Generally good, satisfied, neighborhood school location of school, good reputation testing program, scholarship aid, predominantly white	94	

FREE INPUT CARDS

NEGATIVE ASPECTS OF SCHOOL

Twelve cluster areas emerged through the Q SORT METHOD. One additional cluster was designated as OTHER which included statements which could not be grouped into clusters of at least five comments.

DEMOGRAPHIC DATA - 293 CARDS - 611 COMMENTS

SEX	RESIDENCE	AGE	CHILDREN IN SCHOOL
Female - 220	Falls - 169	Under 19 - 5	Non-Public - 20
Male - 68	Yardley - 38	19 - 35 - 120	Public - 206
288	Tullytown - 4	36 - 50 - 112	None - 62
	Lower Makefield - 78	Over 50 - 47	288
	289	284	

DEMOGRAPHIC DATA - 44 CARDS- NO COMMENT

SEX	RESIDENCE	AGE	CHILDREN IN SCHOOL
Female - 27	Falls - 35	Under 19 - 1	Non-Public - 3
Male - 15	Yardley - 3	19 - 35 - 16	Public - 25
42	Tullytown - 2	36 - 50 - 20	None - 16
	40	Over 50 - 5	44
		42	

FREE INPUT CARDS

NEGATIVE ASPECTS OF SCHOOL

CLUSTER AREAS WITH SUB-CLUSTERS	NO. OF COMMENTS SUB-CLUSTERS	NO. OF COMMENTS CLUSTER AREA
DISCIPLINE - BEHAVIOR		119
Generally bad, poor, non-existant, lack of, too permissive	49	
Dress Code - should be more strict, enforce	15	
Lack of playground, cafeteria supervision	14	
Vandalism - too much, inability to correct	13	
Drugs - too much, inability to correct	8	
Smoking - permitted, not taken care of	5	
Other - individual comments which could not be grouped but which relate to discipline and behavior	15	
TOTAL -	119	
CURRICULUM		104
English, Language Arts, Spelling, Writing - poor, children not learning these	22	
Reading Program - generally poor, not meeting needs of individual child	12	
Lowering the standards - work required of students, grading	6	
Geared to above average child - average child lost in shuffle	6	
Too many experimental programs - no follow through, even when good they are dropped	6	
New Math - strong disapproval, not for every child	5	
Science - different negative comments	5	
Other - individual comments difficult to group	42	
TOTAL -	104	
No pre-school - 3		
More emphasis on 3 r's - 3		
Lack of sex education - 2		
Weak in foreign language instruction - 3		
Resistance to change by administration - 3		
Inadequate for gifted - 2		
Too much pressure at young age - 2		
No special activities, observances, for Negro History Week		
Elementary curriculum not same throughout school system		
Not enough use of community resources to educate children in classes		
Not innovative		
SIZE AND STRUCTURE		79
Schools are too large	35	
Classes are too large	19	
District is too large	10	
Do not like 6 - (2-2-2)	7	
Other		
TOTAL -	79	
Do not like open classroom - 4		
Do not like open campus - 2		
Do not like children mixed in abilities		
Change school too often - Yardley, Brookview		

FREE INPUT CARDS
NEGATIVE SCHOOL

CLUSTER AREAS WITH SUB-CLUSTERS	NO. OF COMMENTS SUB-CLUSTERS	NO. OF COMMENTS CLUSTER AREA
COMMUNICATION - INVOLVEMENT		59
Not enough communication between parent and teacher; and parent and school	18	
Lack of parental involvement - curriculum planning, etc.	13	
Attitude of school toward parent and community harmful to good communication and cooperation - District secretive and defensive of status quo	11	
Very little community association with school	4	
Other	13	
Not enough communication to allow parents to know what services the schools render or how to make use of them - 3	TOTAL - 59	
Parents should be informed of pre-classes - 2		
Not enough parental interest - 3		
Parents feeling about philosophy of education for children not taken with enough seriousness.		
TEACHERS		48
Striking teachers - unionized, can't get rid of poor teachers	10	
Hire too many teachers within state - should be better trained, from better colleges with more experience	9	
Less dedicated	6	
Not competent	3	
Other - comments which were difficult to group	18	
Gym teachers do not seem safety conscious	48	
Teachers using class time to let students do homework. They're paid for full-time teaching.		
CO-CURRICULAR		36
Not enough activities for children other than music and sports	8	
Geared to above average student. Less talented and average students do not stand a chance.	8	
Too much emphasis on sports, especially football	8	
Other	12	
Need more intramural sports - within school teams	36	
Not enough activities for girls		
Activities overlap		
AFTER SCHOOL - WEEK-END ACTIVITIES		33
School not open enough - not used to mixmum like gyms	13	
Not enough activities for young people	5	
Other	15	
Poor summer program - 2	TOTAL - 33	
Adult program too expensive - 2		
Should be activities for family; community-oriented those with no children in family also - 3		
Activities too far for all to take advantage of.		

FREE INPUT CARDS
NEGATIVE SCHOOL

CLUSTER AREAS WITH SUB-CLUSTERS	NO. OF COMMENTS SUB-CLUSTERS	NO. OF COMMENTS CLUSTER AREA
SPECIAL NEEDS OF CHILDREN AND YOUTH		29
Not enough pre-classes - LD, Spec.Ed. at secondary level	10	
Lack of education about LD - Principals, teachers	4	
Other	15	
	29	
No summer program for LD children while EMR have one		
LD lack proper organization and administration to benefit children		
Not integrating LD into regular classroom		
Not enough sport activities for handicapped		
District claims they want LD children young but it's very difficult to get them help		
Need program for gifted		
Not enough speech therapists		
BUSSING		26
Too much bussing - could walk - more sidewalks	7	
Overcrowded	5	
Poor bus drivers	4	
Not enough for after-school activities	3	
Other	7	
No radio, bus patterns broken	TOTAL - 26	
GUIDANCE		11
Poor counselling	6	
Not interested in non college	3	
Cooperative but did nothing	2	
	TOTAL - 11	
ADMINISTRATION		7
High priced	2	
Top-heavy	4	
Mediocre	1	
	7	
COST		6
Misdirection of funds - too high	6	
OTHER		54
Comments which could not be grouped into groups of at least five. A few are listed below:		
Student parking - too many driving to school - speeding	4	
Medill Bair, William Penn not clean - need repair	3	
Buildings too posh	2	
No windows		
Lack of student involvement	2	
Report cards - not explicit enough, difference class-to-class and teacher-to-teacher	4	
Too much academic pressure	4	
Failure to fight Act 392		
Application of knowledge with other agency efforts not apparent to outsiders		
Restrooms locked		
School Board - made up of non-professions; need better balance.	2	

FREE INPUT CARDS

SOLUTIONS TO SCHOOL PROBLEMS

Eleven cluster areas emerged in this category. One additional cluster was designated as OTHER which included statements which could not be grouped into clusters of at least five comments.

DEMOGRAPHIC DATA - 250 CARDS - 443 COMMENTS

SEX		RESIDENCE		AGE		CHILDREN IN SCHOOL	
Female -	190	Falls	- 144	Under 19 -	2	Non-Public	- 17
Male -	59	Yardley	- 30	19 - 35	- 99	Public	- 184
	249	Tullytown	- 3	36 - 50	-105	None	- 49
		Lower Makefield	73	Over 50	- 41		
			250		247		240

DEMOGRAPHIC DATA - 87 CARDS - NO COMMENT

SEX		RESIDENCE		AGE		CHILDREN IN SCHOOL	
Female -	41	Falls	- 63	Under 19 -	4	Non-Public	- 6
Male -	24	Yardley	- 12	19 - 35	- 39	Public	- 49
		Tullytown	- 3	36 - 50	- 28	None	- 20
		Lower Makefield	5	Over 50	- 12		
	65		83		83		75

FREE INPUT CARDS

SOLUTIONS TO SCHOOL PROBLEMS

CLUSTER AREAS WITH SUB-CLUSTERS	NO. OF COMMENTS SUB-CLUSTERS	NO. OF COMMENTS CLUSTER AREA
CURRICULUM		90
Improve basics, writing, English	13	
Better reading program - bring joy into program	8	
Other - many specific statements	69	
	90	
Self-defense should be taught		
Biology for 9th non-honors		
Stress morality when teaching		
Put prayer back into the schools - 4		
Guidelines and same tests given in all classrooms		
Allow more electives especially Jr. and Sr. High Schools		
Teach Enrironmental control		
More current events		
Expand remedial reading, vo-tech. training, career ed. and special ed.		
Consumer courses		
DISCIPLINE - BEHAVIOR		83
Punish children when it is needed	9	
More discipline - enforce (no specific ideas)	17	
Stricter dress code	9	
More supervision on playgrounds, cafeterias, lavatories, halls	14	
Other - keep kids from wandering - less free time -4	34	
	83	
Stop vandalism, better drug program - 6		
Teach good citizenship - respect - 2		
Install security guards, security system, police - 4		
Obtain marked cars - observe; teachers should set the example		
Redefine privilege and "right" using lunchroom, riding bus, using library and books		
AFTER-SCHOOL ACTIVITIES		53
Use schools to benefit the families of the community	30	
Family activities, more for kids - keep them off the streets		
Would give neighbors in district a chance to know each other better		
Social events to get people to meet people and want to become involved		
Cultural programs		
Not so much red tape for groups to use buildings		
Have planned activities for children of all ages after school hours on volunteer basis	8	
Especially girls		
Extra opportunity for able students		
Science, nature clubs, dance clubs, classic films at nominal charge		

AFTER-SCHOOL ACTIVITIES - continued		
Other - for preschoolers - 4		
Improve summer programs - 2		
Group acitivities - local as well as trips at discount prices		
Advertise better - 2		
Use volunteers - to help run programs - 5	15	
	53	
TEACHERS		54
Hire better teachers	13	
Give merit raises	2	
More teachers (especially special ed)	6	
Do away with tenure - get rid of poor teachers	7	
Other - comments reflect concern that teachers should be more dedicated and have better relationships with students	26	
	54	
SIZE AND STRUCTURE		45
Smaller classes	13	
Go back to 6-3-3 or K-5, 6-7, 9-12	4	
Close classrooms	2	
Make two high schools	14	
Make two districts	2	
Other - don't build large schools in future K-6 in one building, stop moving children all over district	10	
	45	
COMMUNICATIONS - INVOLVEMENT		33
Improve it!	33	
Let people be aware of school use		
Have more parent conferences		
Better liaison with community and parents		
Let people know all about programs (all programs)		
Improve understanding between School Board and Community		
Get more involved with the community		
Use volunteers - 6		
After visiting schools, parents should be shocked into action!		
Better relations - agency cooperation		
Get Community Education - 3		
Koffee Klatch		
CO-CURRICULAR		19
More non-athletic activities, plays, clubs	5	
More teams - have more teams within school	3	
Less team sports - concentrate on physical development and carry-over sports	5	
More opportunities for everyone	6	
	19	

SPECIALIZED NEEDS OF CHILDREN AND YOUTH		14
Have educational programs on LD for school personnel and community (require it for school personnel)	5	
Other:		
Programs for gifted, mentally and physically handicapped regarding occupation, more supervision and organization from administration LD program, more therapists for reading, speech.	9	
	14	
BUSING		10
Have parents contribute to summer bus service		
Centralize special classes or have teachers commute more rather than bus students.		
Better training for bus drivers (handling students)		
No door stop busing - bus from central points		
Mini-bus service for after-school activities		
Let more walk		
Put in sidewalks		
	10	
GUIDANCE		6
More indepth counselling		
Counselors better informed for dealing with children after high school not going to college	6	
ADMINISTRATION		5
Reduce, stop image-making, get more competent	5	
OTHER		31
Upgrade Wm.Penn to level of Penmwood and Bair, especially library		
Volunteers from community should help out with programs		
Install sidewalks		
Better assembly programs		
Ban student cars at school		
Change boundary lines - provide a better income mix		
Separate PTO from student activities (money)?		
Hold new PTO/PTA elections (same people - a click)		
Have crossing guards for all grades		
Better school lunches		
Pave and mark area for student parking - provide off-street parking	31	

COMMUNITY EDUCATION QUESTIONNAIRE

PENNSBURY SCHOOL DISTRICT
APRIL, 1975

Name Families - 1305 Number of Persons in Household _____

Address Responded Telephone No. _____

How many adults are responding? _____ How many children are responding? _____

RETURN DATE: ONE WEEK AFTER RECEIVING THE QUESTIONNAIRE

Part I - No Cost Programs

Assuming that the activities, programs and courses described below could be offered at NO COST, i.e. NO TAX INCREASE and no fee, please circle the number that indicates how many of your household would attend or participate this coming year or sometime during the next two or three years. This will help to plan immediate and long-range activities and programs.

No Cost Activities, Programs, Courses	TOTAL NUMBER OF CHILDREN AND ADULTS WHO WOULD PARTICIPATE					
	NONE	ONE	TWO	THREE	FOUR OR MORE	
For Very Young Children						
1. Program to identify learning strengths and weaknesses of pre-school children in order to design appropriate learning programs for the individual child	0	1	2	3	4+	447
2. Story and/or crafts hour for very young children (During and after school hours)	0	1	2	3	4+	532
Cultural Activities (Young People and Adults)						
3. Community chorus-other vocal groups as desirable (possible cost for music)	0	1	2	3	4+	556
4. Community drama groups	0	1	2	3	4+	404
5. Community instrumental groups	0	1	2	3	4+	562
6. School libraries after school hours for research and study	0	1	2	3	4+	2090
7. Arts and crafts clubs	0	1	2	3	4+	1697
8. Square dancing, folk dancing	0	1	2	3	4+	606
9. Book discussion groups	0	1	2	3	4+	510
Human Relations, Self-Improvement, Service (Young People and Adults)						
10. People-helping-people, i.e. matching those in need with those who can help; visit shut-in, drive elderly to doctor, youth mow lawn for elderly and ill, seniors share time and skills with young, etc.	0	1	2	3	4+	912
11. Orientation/training for the adult working with young children--recognizing needs and developing skills for effective work with various age groups and especially those with learning disabilities and handicaps (church school leaders, recreation leaders, Scout leaders, sport coaches and managers)	0	1	2	3	4+	583
12. Babysitting training	0	1	2	3	4+	415
13. Participate in short term school planning committees, i.e. curriculum studies, summer recreation and others as needed. Write in areas of interest _____	0	1	2	3	4+	465
14. Participate in short term planning committees for community improvement, i.e. transportation and others as needed. Write in area(s) of interest _____	0	1	2	3	4+	517
15. Volunteer service in various school programs	0	1	2	3	4+	794
16. Counseling or guidance in education and employment for those who desire it	0	1	2	3	4+	562

Please turn to other side.

No Cost Activities, Programs, Courses

TOTAL NUMBER OF CHILDREN AND ADULTS WHO WOULD PARTICIPATE.

Basic Education
(Young people and Adults)

		NONE	ONE	TWO	THREE	FOUR OR MORE	
17.	Daytime high school completion for those NOT presently enrolled.	0	1	2	3	4+	162
18.	Nighttime high school completion for those through 21 years of age and NOT presently enrolled.	0	1	2	3	4+	123

* FIELD EXPERIENCES for high school credit for the SECONDARY STUDENT presently enrolled. Please respond to the suggested list below.

* 19.	Archeology	0	1	2	3	4+	199
* 20.	Geology	0	1	2	3	4+	291
* 21.	Government, local, state and federal	0	1	2	3	4+	293
* 22.	Legal Aid Society	0	1	2	3	4+	178
* 23.	Medical, i.e. laboratory, pharmacy, clinics, visiting nurse, nursing homes, health programs	0	1	2	3	4+	308
* 24.	Museums	0	1	2	3	4+	398
* 25.	Music fields	0	1	2	3	4+	336
* 26.	Art fields	0	1	2	3	4+	357
* 27.	Dance fields	0	1	2	3	4+	224
* 28.	Drama fields	0	1	2	3	4+	166
* 29.	Social work	0	1	2	3	4+	183
* 30.	Farming	0	1	2	3	4+	191
* 31.	Animal care	0	1	2	3	4+	335
* 32.	Communications, i.e. radio, TV, newspaper, public relations	0	1	2	3	4+	245
* 33.	Merchandising	0	1	2	3	4+	125
	If student has other fields of interest, please indicate.	0	1	2	3	4+	

Educational Enrichment
(Young People and Adults)

34.	Politics, government, local and state laws and regulation, School Code	0	1	2	3	4+	618
35.	Consumer awareness, personal budgeting, financial guidance	0	1	2	3	4+	851
36.	First aid, safety rules, rescue techniques	0	1	2	3	4+	1122
37.	Bike maintenance and repair	0	1	2	3	4+	943
38.	Science clubs	0	1	2	3	4+	531
39.	Photography clubs	0	1	2	3	4+	550

Sports and Recreation
(Young People and Adults)

40.	Unorganized sports, i.e. table tennis, volley ball, badminton, basketball, handball (pickup games, family or individual participation)	0	1	2	3	4+	1981
41.	Sporting clubs, i.e. archery, fishing, any summer or winter sport	0	1	2	3	4+	1564
42.	Community card and other passive table or board games	0	1	2	3	4+	584

PART II - Nominal Fee Programs

Assuming that the activities, programs and courses can be offered for a nominal registration or pay-as-you-go fee, please circle the number which indicates how many of your household would attend or participate this coming year or sometime during the next two or three years. This will help to plan immediate and long-range activities.

Nominal Fee Activities, Programs, Courses

		TOTAL NUMBER OF CHILDREN AND ADULTS WHO WOULD PARTICIPATE.					
		NONE	ONE	TWO	THREE	FOUR OR MORE	
Human Relations and Self-Improvement (Young People and Adults)							
43.	Parent Effectiveness Training	0	1	2	3	4+	539
44.	Group dynamics - learning to work effectively with others	0	1	2	3	4+	420
45.	Organizational behavior and effectiveness, by-laws, parliamentary procedure	0	1	2	3	4+	207
46.	Human development and behavior, the family, intra-family relationships and communications.	0	1	2	3	4+	601
47.	Leadership training, group facilitation, decision-making proces	0	1	2	3	4+	367
48.	Slimnastics - health improvement, body conditioning	0	1	2	3	4+	1049
Career Development (Young People and Adults)							
49.	Business office skills, i.e. bookkeeping, office practice, office machines, shorthand, typing	0	1	2	3	4+	577
50.	Health care, i.e. basic medical terminology, nursing refresher	0	1	2	3	4+	323
51.	Substitute teacher training	0	1	2	3	4+	299
*	SPECIFIC CAREER OR VOCATIONAL AREAS (Please respond to the list below and add other fields of interest in blank provided.						
* 52.	Auto mechanics	0	1	2	3	4+	357
* 53.	Electronics	0	1	2	3	4+	245
* 54.	Printing	0	1	2	3	4+	211
* 55.	Commercial Art	0	1	2	3	4+	358
*	Other:_____	0	1	2	3	4+	
Basic Education (Young People and Adults)							
56.	Reading for adults who want to improve their basic reading skills	0	1	2	3	4+	368
57.	Writing for adults who want to improve their basic writing skills	0	1	2	3	4+	276
58.	Math for adults who want to improve their basic math skills	0	1	2	3	4+	338
*	*DAYTIME ADULT EDUCATION for high school graduates who want to broaden or refresh skills and knowledge. (Please respond to the list below and add other areas of interest in blank provided.)						
* 59.	Foreign languages	0	1	2	3	4+	263
* 60.	Social studies subjects	0	1	2	3	4+	148
* 61.	Science subjects	0	1	2	3	4+	122
* 62.	Math subjects	0	1	2	3	4+	290
* 63.	English subjects	0	1	2	3	4+	219
* 64.	Business	0	1	2	3	4+	279
* 65.	The Arts	0	1	2	3	4+	282

Please turn to other side.

Nominal Fee
Activities, Programs, Courses

TOTAL NUMBER OF CHILDREN AND ADULTS WHO WOULD PARTICIPATE.

Educational Enrichment
(Young People and Adults)

		NONE	ONE	TWO	THREE	FOUR OR MORE	
66.	Home maintenance and repair	0	1	2	3	4+	790
67.	Small appliance repair	0	1	2	3	4+	584
68.	Furniture refinishing and repair	0	1	2	3	4+	681
69.	Gardening - (indoor, outdoor) lawn care, landscaping	0	1	2	3	4+	916
70.	Car maintenance and repair	0	1	2	3	4+	680
71.	Sewing - Wide range of ability and type; please indicate specific area of interest_____	0	1	2	3	4+	547
72.	Cooking- Wide range of ability and type; please indicate specific area of interest_____	0	1	2	3	4+	481
73.	Typing	0	1	2	3	4+	542
74.	Photography	0	1	2	3	4+	424
75.	Small group tutoring in the major subjects for the secondary student	0	1	2	3	4+	204

Sports and Recreation
(Young People and Adults)

77.	Tennis, instruction and indoor facility	0	1	2	3	4+	1665
78.	Roller skating, indoor facility	0	1	2	3	4+	1515
79.	Gymnastics	0	1	2	3	4+	1268
80.	Swimming - Diving	0	1	2	3	4+	1989

Please indicate other areas of interest in the blank provided.

Other Areas of Interest

Indicate additional areas of interest in the space provided below.	0	1	2	3	4+

THE QUESTIONNAIRE - PART III - SKILLS AND ABILITIES

Your household has varied abilities, skills and interests. Please circle the number 1 in the box opposite the subject area(s) in which members of your household possess skills and/or knowledge.

Please circle the number 2 in the box opposite the subject area(s) in which members of your household could teach, assist, or serve as consultant.

	SKILLS AND ABILITIES	HAVE SKILL KNOWLEDGE	TEACH ASSIST CONSULT
1.	Choral groups	192	34
2.	Instrumental groups	138	30
3.	Drama - acting, stagecraft, other skills	85	37
4.	Puppetry	29	8
5.	Story-telling	126	73
6.	Fine arts and art appreciation	78	35
7.	Commercial art	57	11
8.	Arts and crafts	208	95
9.	Magic	19	6
10.	Square dancing - folk dancing	65	25
11.	Social dancing	107	31
12.	Tap - ballet - modern dancing	92	23
13.	Writing (creative-expository)	81	36
14.	Photography	99	42
15.	Gardening - (indoor, backyard) landscaping	227	53
15.	Farming	60	22
17.	Animal care	125	34
18.	Sewing	313	73
19.	Cooking	331	79
20.	Home maintenance, small appliance repair	194	40
21.	Furniture refinishing and repair	139	23
22.	Carpentry - cabinet making	96	28
23.	Car maintenance and repair	197	60
24.	Bike maintenance and repair	149	32
25.	Business office skills	213	55
26.	Golf	157	26
27.	Tennis	198	41
28.	Contact sports	160	56
29.	Roller skating	235	37
30.	Swimming - diving	347	77

	SKILLS AND ABILITIES	HAVE SKILL KNOWLEDGE	TEACH ASSIST CONSULT
31.	Net Sports	192	47
32.	Handball	98	14
33.	Card and other passive table and board games	233	61
34.	The psychology of human growth and development	95	34
35.	Infant and child care	326	109
36.	Work with people who are physically, emotionally and/or mentally handicapped	105	66
37.	Counseling, i.e. group, family and/or counseling	43	32
38.	Educational and employment counseling	35	26
39.	Group dynamics	30	12
40.	Organizational skills, by-laws, parliamentary law	29	7
41.	Leadership training, group facilitation, goal setting, planning, evaluation	62	23
42.	Public speaking	78	26
43.	Communications, newspaper, radio, TV, public relations	44	22
44.	Psychological testing	25	17
45.	Health care	82	38
46.	First aid, safety rules, rescue techniques	109	44
47.	Social work	38	18
48.	Political sciences	25	12
49.	Math enrichment	57	36
50.	Social studies	37	18
51.	Scientific enrichment	28	21
52.	Foreign languages and/or cultures	90	21
53.	Business management	100	42
54.	Consumer education	29	26
55.	Personal finances	76	23

PLEASE LIST ADDITIONAL SKILLS AND ABILITI
AVAILABLE SPACE, USING REVERSE SIDE IF N

PROGRAM AND INTEREST SURVEY DATA

I. Total number interested in the forty-two No Cost programs listed..... 24570
Total number interested in the forty-two No Cost programs listed minus the field experience program for the secondary student..... 20741

II. Total number interested in the thirty-eight Nominal Fee programs listed..... 20424

III. Priority listing of items within each sub-category. (See page 53)

IV. Priority listing by categories, grouping No Cost and Nominal Cost together.

Sports and Recreation - seven items..... 10566
Educational Enrichment - sixteen items..... 10464
Human Relations, Self-Improvement Service - thirteen items..... 7431
Cultural Activities - seven items..... 6485
Secondary Student Learning Through Field Experiences - fifteen items.. 3829
Adult Basic Education - seven items plus six sub-items..... 2870
Career Development - seven items..... 2370
Program for Very Young Children - two items..... 979

V. Listing of the first twelve items of highest interest.

School libraries after school hours for research and study..... 2090
Swimming - Diving..... 1987
Unorganized sports, i.e. table tennis, volley ball, badminton, basketball, handball (pickup games, family or individual participation)..... 1981
Arts and crafts clubs..... 1697
Tennis, instruction and indoor facility..... 1665
Community card and other passive table or board games..... 1564
Roller skating, indoor facility..... 1515
Gymnastics..... 1268
First aid, safety rules, rescue techniques..... 1122
Slimnastics - health improvement, body conditioning..... 1049
Bike Maintenance and repair..... 943
Gardening - (indoor,outdoor) lawn care, landscaping..... 916

VI. Number who indicate they would participate by general school areas. (See page 57)

SKILLS AND ABILITIES SURVEY DATA	NO. OF ITEMS	HAVE SKILL KNOWLEDGE	TEACH ASSIST CONSULT
General Areas			
Cultural	12	1197	408
Enrichment and Career	24	2745	803
Sports	8	1620	359
Health Care & Human Development	11	979	426
TOTAL	55	6541	1996

III

PROGRAM INTEREST SURVEY

APRIL, 1975

Priority listing of items within each sub-category, 1305 families responding.

No Cost Activities, Programs, Courses

	For Very Young Children	TOTAL NUMBER OF CHILDREN AND ADULTS WHO WOULD PARTICIPATE
2.	Story and/or crafts hour for very young children (During and after school hours)	532
1.	Program to identify learning strengths and weaknesses of pre-school children in order to design appropriate learning programs for the individual child	447
	Total	979

Cultural Activities

(Young People and Adults)

6.	School libraries after school hours for research and study	2090
7.	Arts and crafts clubs	1697
8.	Square dancing, folk dancing	606
3.	Community chorus-other vocal groups as desirable (possible cost for music)	556
5.	Community instrumental groups	562
9.	Book discussion groups	510
4.	Community drama groups	404
	TOTAL	6425

Human Relations, Self-Improvement, Service

(Young People and Adults)

10.	People-helping-people, i.e. matching those in need with those who can help; visit shut-in, drive elderly to doctor, youth mow lawn for elderly and ill, seniors share time and skills with young, etc.	912
15.	Volunteer service in various school programs	794
11.	Orientation/training for the adult working with young children--recognizing needs and developing skills for effective work with various age groups and especially those with learning disabilities and handicaps (church school leaders, recreation leaders, Scout leaders, sport coaches and managers)	583
16.	Counseling or guidance in education and employment for those who desire it	562
14.	Participate in short term planning committees for community improvement, i.e. transportation and others as needed. Write in area(s) of interest	517
13.	Participate in short term school planning committees, i.e. curriculum studies, summer recreation and others as needed. Write in areas of interest	465
12.	Babysitting training	415
	TOTAL	4248

No Cost
Activities, Programs, Courses

Basic Education
(Young people and Adults)

		TOTAL NUMBER OF CHILDREN AND ADULTS WHO WOULD PARTICIPATE.
17.	Daytime high school completion for those NOT presently enrolled.	162
18.	Nighttime high school completion for those through 21 years of age and NOT presently enrolled.	123
	TOTAL	285

Educational Enrichment
(Young People and Adults)

36.	First aid, safety rules, rescue techniques	1122
37.	Bike maintenance and repair	943
35.	Consumer awareness, personal budgeting, financial guidance	851
34.	Politics, government, local and state laws and regulation, School Code	618
39.	Photography clubs	550
38.	Science clubs	531
	TOTAL	4615

Sports and Recreation
(Young People and Adults)

40.	Unorganized sports, i.e. table tennis, volley ball, badminton, basketball, handball (pickup games, family or individual participation)	1981
41.	Sporting clubs, i.e. archery, fishing, any summer or winter sport	1564
42.	Community card and other passive table or board games	584
	TOTAL	4129

Nominal Fee
Activities, Programs, Courses

Human Relations and Self-Improvement
(Young People and Adults)

		TOTAL NUMBER OF CHILDREN AND ADULTS WHO WOULD PARTICIPATE.
48.	Slimnastics - health improvement, body conditioning	1049
46.	Human development and behavior, the family, intra-family relationships and communications.	601
43.	Parent Effectiveness Training	539
44.	Group dynamics - learning to work effectively with others	420
47.	Leadership training, group facilitation, decision-making process	367
45.	Organizational behavior and effectiveness, by-laws, parliamentary procedure	207
	TOTAL	3183

Career Development
(Young People and Adults)

49.	Business office skills, i.e. bookkeeping, office practice, office machines, shorthand, typing	577
55.	Commercial Art	358
52.	Auto mechanics	357
50.	Health care, i.e. basic medical terminology, nursing refresher	323
51.	Substitute teacher training	299
53.	Electronics	245
54.	Printing	211
	TOTAL	2370

Basic Education
(Young People and Adults)

*DAYTIME ADULT EDUCATION for high school graduates who want to broaden or refresh skills and knowledge. (Please respond to the list below and add other areas of interest in blank provided.)

* 62.	Math subjects	290
* 65.	The Arts	282
* 64.	Business	279
* 59.	Foreign languages	263
* 63.	English subjects	219
* 60.	Social studies subjects	148
* 61.	Science subjects	122
56.	Reading for adults who want to improve their basic reading skills	368
58.	Math for adults who want to improve their basic math skills	338
57.	Writing for adults who want to improve their basic writing skills	276
	TOTAL	2585

Nominal Fee
Activities, Programs, Courses

Educational Enrichment
(Young People and Adults)

		TOTAL NUMBER OF CHILDREN AND ADULTS WHO WOULD PARTICIPATE.
69.	Gardening - (indoor, outdoor) lawn care, landscaping	916
66.	Home maintenance and repair	790
68.	Furniture refinishing and repair	681
70.	Car maintenance and repair	680
67.	Small appliance repair	584
71.	Sewing - Wide range of ability and type; please indicate specific area of interest	547
73.	Typing	542
72.	Cooking- Wide range of ability and type; please indicate specific area of interest	481
74.	Photography	424
75.	Small group tutoring in the major subjects for the secondary student	204
	TOTAL	5849

Sports and Recreation
(Young People and Adults)

80.	Swimming - Diving	1989
77.	Tennis, instruction and indoor facility	1665
78.	Roller skating, indoor facility	1515
79.	Gymnastics	1268
	TOTAL	6437

IV

NUMBER WHO INDICATE THEY WOULD PARTICIPATE BY GENERAL SCHOOL AREAS

		Families Responding	Schools
AREAS:	I.	354	Oxford Valley, Village Park, Fairless View, St. Francis Cabrini
	II.	298	Edgewood, Yardley, Quarry Hill
	III.	289	Penn Valley, Walt Disney, Manor, St. Joseph, (some of) Fallsington
	IV.	296	Makefield, Brookview, Eleanor Roosevelt, (some of) Fallsington

ITEM NO.	AREAS AND NUMBER WHO WOULD PARTICIPATE			
	I	II	III	IV
1. Program to identify learning strengths and weaknesses of pre-school children in order to design appropriate learning programs for the individual child	143	69	130	92
2. Story and/or crafts hour for very young children (During and after school hours)	160	100	180	139
3. Community chorus-other vocal groups as desirable (possible cost for music)	139	123	114	140
4. Community drama groups	87	103	86	111
5. Community instrumental groups	147	115	130	138
6. School libraries after school hours for research and study	506	501	405	545
7. Arts and crafts clubs	396	361	398	440
8. Square dancing, folk dancing	135	123	117	180
9. Book discussion groups	117	116	91	138
10. People-helping-people, i.e. matching those in need with those who can help; visit shut-in, drive elderly to doctor, youth mow lawn for elderly and ill, seniors share time and skills with young, etc.	224	186	222	210
11. Orientation/training for the adult working with young children--recognizing needs and developing skills for effective work with various age groups and especially those with learning disabilities and handicaps (church school leaders, recreation leaders, Scout leaders, sport coaches and managers)	166	93	157	130
12. Babysitting training	104	102	85	100
13. Participate in short term school planning committees, i.e. curriculum studies, summer recreation and others as needed. Write in areas of interest	130	106	96	112
14. Participate in short term planning committees for community improvement, i.e. transportation and others as needed. Write in area(s) of interest	187	129	90	95
15. Volunteer service in various school programs	228	171	195	154
16. Counseling or guidance in education and employment for those who desire it	196	112	143	113
17. Daytime high school completion for those NOT presently enrolled.	85	22	46	21
18. Nighttime high school completion for those through 21 years of age and NOT presently enrolled.	51	23	33	20

ITEM NO.		AREAS AND NUMBER WHO WOULD PARTICIPATE			
		I	II	III	IV
*	FIELD EXPERIENCES for high school credit for the SECONDARY STUDENT presently enrolled. Please respond to the suggested list below.				
* 19.	Archeology	76	55	41	31
* 20.	Geology	151	76	74	32
* 21.	Government, local, state and federal	149	72	76	37
* 22.	Legal Aid Society	67	40	49	32
* 23.	Medical, i.e. laboratory, pharmacy, clinics, visiting nurse, nursing homes, health programs	103	75	63	64
* 24.	Museums	163	86	85	69
* 25.	Music fields	136	77	74	54
* 26.	Art fields	127	78	89	66
* 27.	Dance fields	76	39	52	48
* 28.	Drama fields	62	34	47	24
* 29.	Social work	72	38	36	38
* 30.	Farming	73	34	51	39
* 31.	Animal care	111	77	99	60
* 32.	Communications, i.e. radio, TV, newspaper, public relations	79	53	62	41
* 33.	Merchandising	44	28	43	32
34.	Politics, government, local and state laws and regulation, School Code	186	135	127	138
35.	Consumer awareness, personal budgeting, financial guidance	271	158	216	127
36.	First aid, safety rules, rescue techniques	354	235	263	227
37.	Bike maintenance and repair	267	200	207	233
38.	Science clubs	143	146	105	116
39.	Photography clubs	134	149	120	131
40.	Unorganized sports, i.e. table tennis, volley ball, badminton, basketball, handball (pickup games, family or individual participation)	662	450	518	490
41.	Sporting clubs, i.e. archery, fishing, any summer or winter sport	401	333	369	248
42.	Community card and other passive table or board games	165	98	169	108
43.	Parent Effectiveness Training	138	109	130	124
44.	Group dynamics - learning to work effectively with others	107	74	108	101
45.	Organizational behavior and effectiveness, by-laws, parliamentary procedure	65	27	45	58
46.	Human development and behavior, the family, intra-family relationships and communications.	175	99	138	134
47.	Leadership training, group facilitation, decision-making process	87	68	89	93
48.	Slimnastics - health improvement, body conditioning	272	190	264	240
49.	Business office skills, i.e. bookkeeping, office practice, office machines, shorthand, typing	149	110	150	137
50.	Health care, i.e. basic medical terminology, nursing refresher	84	59	88	69
51.	Substitute teacher training	60	51	70	76

ITEM NO.	AREAS AND NUMBER WHO WOULD PARTICIPATE			
	I	II	III	IV
* SPECIFIC CAREER OR VOCATIONAL AREAS (Please respond to the list below and add other fields of interest in blank provided.				
* 52. Auto mechanics	87	57	87	91
* 53. Electronics	90	26	70	57
* 54. Printing	121	37	32	36
* 55. Commercial Art	136	60	116	68
56. Reading for adults who want to improve their basic reading skills	129	65	98	67
57. Writing for adults who want to improve their basic writing skills	90	46	79	56
58. Math for adults who want to improve their basic math skills	114	43	109	62
* *DAYTIME ADULT EDUCATION for high school graduates who want to broaden or refresh skills and knowledge. (Please respond to the list below and add other areas of interest in blank provided.)				
* 59. Foreign languages	56	59	52	79
* 60. Social studies subjects	58	29	37	30
* 61. Science subjects	46	28	27	30
* 62. Math subjects	116	50	74	58
* 63. English subjects	89	37	46	48
* 64. Business	97	44	72	55
* 65. The Arts	76	72	64	67
66. Home maintenance and repair	233	160	185	183
67. Small appliance repair	157	113	145	132
68. Furniture refinishing and repair	173	137	171	168
69. Gardening - (indoor, outdoor) lawn care, landscaping	238	118	231	214
70. Car maintenance and repair	183	116	156	180
71. Sewing - Wide range of ability and type; please indicate specific area of interest	152	98	147	199
72. Cooking- Wide range of ability and type; please indicate specific area of interest	130	101	92	125
73. Typing	161	98	132	124
74. Photography	87	95	97	114
75. Small group tutoring in the major subjects for the secondary student	56	38	39	60
77. Tennis, instruction and indoor facility	387	439	301	453
78. Roller skating, indoor facility	416	267	352	354
79. Gymnastics	349	264	274	298
80. Swimming - Diving	568	426	412	464